DOCUMENT RESUME

ED 176 321 CS 205 180

TITLE Language Use, Language Ability, and Language Development: Abstracts of Doctoral Dissertations Published in "Dissertation Abstracts International," January through June 1979 (Vol. 39 Nos. 7 through 12).

INSTITUTION ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.

PUB DATE 79

NOTE 16p.

EDRS PRICE MF01/PC01 Plus Postage.

DESCRIPTORS Black Youth; *Child Language; Doctoral Theses; Elementary Secondary Education; Higher Education; Language Ability; *Language Development; Language Handicaps; *Language Research; Language Skills; *Language Usage; Preschool Education; Sex Differences; *Speech Communication; Syntax; Verbal Communication

IDENTIFIERS *Oral Language

ABSTRACT

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 23 titles deal with the following topics: sex appropriate and sex inappropriate language; lexical retrieval and perceptual errors; naming deficits in anomia and aphasia; developmental discourse; pragmatic information and contextual variation; identification of oral communication skills in children; syllabication and syllable structure in child language; growth of word meaning during middle childhood; children's responses to various levels of questions; temporal parameters within the speech signal applied to speaker identification; preschool children's awareness of function words as separable units in aural language; the vernacular lexicon of both black and white students in relation to rock music; formal operations and syntactical complexity in adult women's oral language; creative oral language in preoperational and concrete operational first grade students; children's questions and explanations; cognitive development, language acquisition, and the development of conditional reasoning in children; functions of preschool children's private speech; children's prior nonverbal color concepts and the learning of color words; sex differences in the development of verbal social responses; language experiences and activities in the home; children's explanations of word similarities in relation to word knownness; and the effect of language on young children's logical thought. (FL)

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Language Use, Language Ability, and Language Development:

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PERCEPTIONS OF MALE AND FEMALE SEX-APPROPRIATE AND SEX-INAPPROPRIATE LANGUAGE Order No. 7901427

BERRYMAN, Cynthia Louise, Ph.D. Bowling Green State University, 1978. 131pp.

Two stimulus tapes were created to manipulate male and female communicators' use of task and socio-emotional behavior, pronunciation of -ing word endings, interruptions, pitch, intonation, and number of words. To determine the source of perceptual attributions to male and female communicators, this study compared subjects' perceptions of male and female communicators who use sex-appropriate and sex-inappropriate language features.

Results indicate that regardless of whether they are used by a male or female communicator, traditional "female" language features consistently contribute to the user's credibility. A communicator, regardless of gender, who uses traditional "male" language features is consistently rated as more extroverted.

It was concluded that: 1) Communicators are differentially rated as a consequence of linguistic features in their messages rather than as a consequence of mere identification of source gender; 2) One's language should not be restricted by traditional sex-role prescriptions but should be guided by situational appropriateness.

TIP OF THE TONGUE AND SLIP OF THE EAR: IMPLICATIONS FOR LANGUAGE PROCESSING Order No. 7901340

BROWMAN, Catherine Phebe, Ph.D. University of California, Los Angeles, 1978. 161pp. Chairman: Professor Peter Ladefoged

Lexical retrieval errors (the tip-of-the-tongue phenomenon or TOT) and perceptual errors (slips of the ear or SLOE) occurring during casual conversation were analyzed and compared to each other.

Chapter one includes a general description of the TOT data as well as analyses of the role of unit size, within-unit position and stress. The lexical errors consist primarily of errors of segment order and secondarily of errors in segment identity. Recall is most accurate at three points of prominence within the word: at the beginning, at the end, and at the beginning of the stressed syllable. The segments tend to be recalled in small groups: consonant clusters, vowel plus clusters, or entire syllables. Vowels in particular are generally recalled in combination with the immediately adjacent consonants; they combine as often with preceding consonants as with following consonants. Consonants in final position in the syllable rarely are recalled alone; they are almost always combined with the vowel. Consonants in the initial position of the syllable on the other hand, are recalled without the vowel much more frequently. The rhythmic pattern of the lexical item is generally recalled accurately regardless of whether the segments are accurately recalled. The initial consonant(s) of the stressed syllable are generally accurately recalled; however, they are recalled as stressed (rather than unstressed) only if the rhythmic pattern of the lexical item is also correctly recalled. Stress facilitates recall only for the initial portion of the stressed syllable, not for the vowel or final portion.

Chapter two includes a general description of the SLOE data as well as an analysis of the role of the word in perceptual errors. The majority of the errors occur within one word. There is no evidence that any particular portion of the word triggers the misperception. There is a very slight tendency for words to be perceived as shorter, either by perceiving two short words instead of a single long word, or by failing to perceive some portion of the word. A misperception of word structure (two short words perceived as one long word, or vice versa) is associated with more segmental errors and more serious segmental errors (multiple feature changes).

Chapter three continues the investigation of perceptual errors with analyses of the distribution of perceptual errors within the word. Two sources of perceptual errors are posited: a low-level acoustic misanalysis, and interference from higher (lexical) levels. Errors attributable to a low-level acoustic misanalysis occur most frequently at the beginning of the word and of the syllable, and least frequently at the end of the word and the syllable. On the other hand, errors attributable to high level interference occur least frequently at the beginning and end of the word, and most frequently in the middle of the word.

Chapter four compares the lexical errors and the perceptual errors to each other and to the information present in the acoustic signal. On the basis of this comparison, a mechanism common to both lexical and perceptual errors is proposed. The common mechanism focuses attention on the beginning and end of the word, and also on the initial portion of the stressed syllable. It is suggested that the pattern of lexical errors is a function of this mechanism operating during retrieval, rather than a function of storage. It is further proposed that the pattern of perceptual errors is a function of this mechanism operating on the output of a duration-based low level acoustic analyzer.

NAMING DEFICITS IN ANOMIA AND APHASIA: IMPLICATIONS FOR MODELS OF SEMANTIC AND LEXICAL ORGANIZATION Order No. 7906524

BUHR, Robert Drake, Ph.D. Brown University, 1978. 228pp.

A study was undertaken to analyze the relation between naming disruptions and semantic processing disruptions in aphasia. The performance of five clinical groups (normals, Broca's aphasics, anomics, and Right-Hemisphere-damaged patients) was measured for RT and Error scores across naming, perceptual processing, and semantic processing stages.

All groups performed equally well on the perceptual tasks, although the Brain-damaged group took longer. Perceptual matching, however, gave evidence of semantically-based constraints.

Results of performance on other tasks indicate that Wernicke's aphasics are the most impaired group in both naming and semantic matching tasks. Anomics perform as well as normals on the naming task, although they did show RT impairments. Both the anomics and the RH group were the slowest on the semantic matching tasks, although they did not make as many errors as the Wernicke's group. Although there were overall differences between the performance of the anomics and Wernicke's groups, some similarities emerged in performance on the auditory-visual semantic matching task. This observation is confounded, however, by the mildness of the naming deficit in the anomic group.

The Broca's group also evidence naming and semantic processing deficits. However, their semantic disruptions seem qualitatively different from those of the RH groups, and quantitatively different from the other aphasic groups. There was no evidence for semantic field constriction in the Broca's groups, as in the other groups; rather, Broca's aphasics suffer a disruption of a "feature-matching" mechanism.

These results imply that there are two dimensions of semantic processing resulting from brain damage: (1) constriction of semantic field organization, and (2) disruption of a feature-matching mechanism. Moreover, these dimensions can be disrupted separately. This implies that comprehension deficits resulting from aphasia (or brain damage in general) are non-unitary in nature.

Results of this experiment also yield conclusions relevant to psychology and linguistics. Firstly, individuals seem to use two types of scanning procedures in making semantic relatedness decisions: (1) a scan of the appropriate semantic category in determining that two items are not related, and (2) a scan of the features associated with the particular items being compared in determining that two items are related. Category research, then, is only one part of a larger semantic processing mechanism.

Secondly, there is also evidence for a separate level of lexical representation, which may be unaffected by semantic organization deficits, or which may be disrupted without semantic field constriction. It does appear, however, that semantic constraints play a role in the organization of this lexical representation level.

Finally, there seems to be a relation between semantic field constriction and naming deficits, although this explanation cannot account for poor naming performance in Broca's aphasia. An alternative explanation for the performance of this group is offered. The relation between semantic processing deficits resulting from brain damage and neural memory models is also discussed.

DEVELOPMENTAL DISCOURSE: FORM, FUNCTION, AND PROCESS IN DESCRIPTIVE MONOLOGUES

Order No. 7911484

CHESANOW, Jeanné Renou, Ph.D. Washington University, 1978. 274pp. Chairman: Marshall Durbin

Experiments were carried out which determined how descriptions of pictures are generated by children ages five to ten and by adults, and a discourse analysis was made of the linguistic nature (organization, syntax, semantics, and pragmatics) of such descriptions.

Verbal descriptions of the same photograph were elicited from 24 elementary school children, ages five, six, seven, and ten (six in each age group) and from twelve adults, six of whom wrote their descriptions. Using an ethnography of speaking approach, the components of the context of situation for this particular interview were determined and an assessment made of the influence each component had on the linguistic output of the participants. Components having an identifiable influence were found to be the age and social roles of the participants, the descriptive purpose of the discourse, the monologic form of the message, and the presuppositional pool for the speech situation. Examples of how each component influenced the surface structure are provided. The interview as a whole was found to be composed of adjacency pairs and a three-move eliciting exchange, such as those found in classroom discourse.

The internal structure of the monologues was examined using a tri-partite discourse analysis. First, employing a method set up by Halliday and Hasan (1976), the cohesive ties (such as pronominalization, definitization, ellipsis, synonymy, hyponymy, and partonymy) relating the sentences to one another, were identified, defined as either grammatical or lexical, and counted for each discourse. The number of cohesive ties per discourse increased with the age of the children. The adult spoken showed a marked increase over the children's, and the adult written a sharp increase over the adult spoken.

Second, the overall organization of the discourses was examined. A unit of discourse, termed a pass, was proposed and defined both linguistically and psychologically. The method of organization for all age groups was found to be a series of such passes over the main subject areas of the picture; this strategy was found to be selective, discrete, and cyclical, characteristics shared with other skilled human activities. A salience hierarchy determined the ordering of information, both in the whole passes and within individual passes. The development of the successive pass strategy was both qualitative and quantitative. The mean number of passes per description increased with age, as did the informativeness of the pass as measured by counting the number of contentives in the subjects' first pass over the subject category men.

Third, the initial element or starting point of the sentences in the discourses was examined from a functional sentence perspective. The development of starting points proceeded from minimally functional starting points to complex starting points, such as adverbs of location, which began to appear in the discourses of the nine- and ten-year-olds. The communicative value of such adverbials in sentence initial position is detailed with examples.

This study has shown in measurable detail how the ability to produce organized discourse develops in children from age five to age ten as compared with the discourses of mature speakers.

PRAGMATIC INFORMATION AND CONTEXTUAL VARIATION: LISTENER-DEPENDENT MODIFICATIONS IN THE SPEECH OF FOUR-YEAR-OLD CHILDREN

Order No. 7909883

CONANT, Susan Jane, Ed.D. Harvard University, 1978. 194pp.

Pragmatic information, information about speakers' uses of sentences, is classified into four overlapping groups: attentional-orienting information, information about illocutionary force, information about speaker stance, and thematic information. Linguistic devices for encoding these kinds of information are discussed.

In a study of 4-year-old children's speech to one another and to toddlers, it was hypothesized, first, that 4-year-old subjects produce more speech in 20-minute sessions when talking to peers than when talking to toddlers; second, that the 4-year-old subjects use 12 categories of linguistic devices for encoding pragmatic information at a higher rate when talking to peers than when talking to toddlers; third, that more 4-year-old subjects use complex pragmatic devices when talking to peers only than use such devices when talking to toddlers only and to both addressees, but that this is not the case for simple devices.

Results indicate that ($n = 25$) 4-year-old subjects spoke more words and took more conversational turns when talking to peers than when talking to toddlers, although amount of speech seems to be related to the order in which sessions take place (peer first or toddler first) and to the degree of friendship between the 4-year-olds. A multivariate analysis, with differences in rates of using the 12 categories of devices as dependent variables, shows that, overall, subjects' rates of using the categories differed when talking to peers and when talking to toddlers. Univariate analyses indicate that subjects used 9 of the 12 categories at a significantly higher rate ($p < .025$) to peers than to toddlers. Results also indicate that the four categories of simple devices were not used by more subjects to peers only than to both addressees and to toddlers only; but that four of the eight categories of complex devices were used by more subjects to peers only than to both addressees and to toddlers only.

Theoretical and methodological issues related to the study are discussed, particularly the possibility that detoured speech, speech overtly directed at one person but covertly aimed at another, occurs at different rates in different contexts, and hence systematically biases results in studies like the one reported.

IDENTIFICATION OF ORAL COMMUNICATION SKILLS IN CHILDREN: AN ANALYSIS OF DEVELOPMENTAL AND INDIVIDUAL DIFFERENCES IN PERFORMANCE

Order No. 7904417

DECAD, Jolinda Klein, Ph.D. University of California, Berkeley, 1978. 138pp.

The pattern of speaker performance across eight communication tasks was examined in a sample of seventy speaker-listener pairs of second and fourth grade boys and girls from a white, middle-class area. The tasks chosen were meant to represent four types of information-giving, including description, direction-giving, narration and story-retelling. There were two tasks of each type. Performance was evaluated on the basis of the speaker's initial encoding and the listener's initial response, without the listener providing feedback. Besides the variables of age and sex, a set of independent variables was included, corresponding to cognitive style, working memory capacity, and general ability. The dependent variables were subjective ratings of speaker effectiveness on each task, based on adult raters' judgements of how well the listener could have responded based on what the speaker said.

The results of the correlational and factor analyses of task ratings for grades combined suggested that two skills were involved: a sequential skill and a descriptive skill. Comparisons of rated effectiveness between tasks showed that the easier tasks were those that loaded on only one skill, whereas the more difficult tasks required both skills.

Significant grade-level differences were found in speaker performance on all eight tasks. An examination of the factor loading patterns within each grade suggested that there were also qualitative differences in the way each grade performed. In second grade, the factor loading pattern was specific to each type of task, whereas by fourth grade more general communication skills emerged. In addition, the materials involved in each task also played an important role in performance similarities across tasks. An examination of the relative difficulty of the tasks within grade revealed that the ratings of tasks representing the descriptive skill were significantly higher than those representing the sequential skill in second grade. The difference between tasks decreased in fourth grade, indicating that performance improved more for tasks involving sequential skill and suggested that descriptive skill develops before sequential skill.

Examination of sex differences indicated that although there was little difference in overall speaker effectiveness between girls and boys, there were differences in the patterns of correlations among tasks: for girls, the cluster of correlations was stronger for the sequential skill tasks, and there was a stronger relationship between the individual ratings within that cluster with the other independent variables; for boys, this relationship was similar for the cluster representing the descriptive skill.

The correlations of the task ratings with the independent variables suggested the usefulness of applying the theory of cognitive development proposed by Pascual-Leone to communication. Both Digits Backwards (assessing M-space) and Block Design (assessing field-dependence-independence) were significantly correlated with all the tasks for grades combined. In addition, Digits Backwards correlated with the sequential tasks in second grade but not with the descriptive tasks, and did not correlate with any of the tasks in fourth grade. This suggested that the tasks representing each skill required a certain minimal M-space that had been attained for the descriptive skill by second grade and attained for the sequential skill by fourth grade. Block Design correlated with the factors that explained most of the variance for both grades combined and within grades, but did not correlate with any individual tasks. The finding that partialling out Block Design and Digits Backwards affected many of the simple correlations for grades combined suggested that although Block Design did not have a strong relationship with any of the individual tasks, it served a facilitative function in performance. The Slosson was primarily related to tasks representing the descriptive skill, and was an increasingly important variable by fourth grade, which seemed to indicate that the older speakers used more logical reasoning in their encodings.

Some methodological considerations which might have influenced the results are discussed.

SYLLABIFICATION AND SYLLABLE STRUCTURE: EVIDENCE FROM CHILD LANGUAGE Order No. 7910961

FALLOWS, Deborah Jean Zerad, Ph.D. The University of Texas at Austin, 1978. 107pp. Supervisor: Robert D. King

A major concern in recent linguistic research has been the syllable and its place in phonological theory. Current research has focused on two issues: (1) the syllabification process--the division of words into their component syllables; (2) defining the characteristics of the resulting syllables.

Syllable theories base syllabification on four major principles: (1) phonotactics of the language; (2) the maximum number of consonants at the syllable onset; (3) maximum ambisyllabicity, or the sharing of consonants by syllables; (4) attraction of the maximum number of consonants by a stressed syllable. Different theories use different combinations of these principles and suggest different preferred syllable structures.

In this research data on word syllabification were collected from two age-groups of English-speaking children, five and ten years old. The data reflect on the validity of the syllabification principles: their relative importance, different methods of syllabifying in different word structures, and resulting syllable structures.

Results showed that the shape of a stressed syllable is more regular than the shape of an unstressed syllable: speakers will syllabify a word to maintain the preferred structure of a stressed syllable at the expense, if necessary, of the unstressed syllable. With respect to stressed syllables, the consonant phonotactics of the language are almost always observed (98%) in syllabification; a stressed syllable will attract the maximum number of consonants in initial position (94%) but not final position unless the vowel is lax (85%). Thus, the preferred syllable shape is CV if the vowel is tense, and CVC if it is lax. Further, ambisyllabicity is used as a strategy for regularizing the shape of an unstressed syllable 36% of the time by attracting a consonant in initial position and 19% of the time by closing a lax vowel.

There is a consensus among both groups of speakers on these findings. However, older speakers as individuals are more consistent in their syllabifications, and as a group employ ambisyllabicity twice as often as a strategy for regularizing the structure of unstressed syllables.

CONVERSATIONAL PRACTICES IN A PEER GROUP OF URBAN BLACK CHILDREN Order No. 7824723

GOODWIN, Marjorie Harness, Ph.D. University of Pennsylvania, 1978. 699pp. Supervisor: Erving Goffman

A range of speech activities in a peer group of urban black working class children, ages four through thirteen, are investigated from the perspective of the approach to conversation analysis developed by Sacks and his colleagues. Activities examined include rituals of access, stories, command sequences, ritual insult, gossip, forms of arguing, tricking, and various types of speech play. Data consist of several hundred hours of audiotape of spontaneously occurring conversation which took place over a sixteen month period.

A general introduction discusses the relevance of the analysis of conversation for the study of culture and social organization. Then, following a brief description of the setting in which fieldwork took place, play and processes of comparison among sex- and age-different groups are discussed. Girls and boys make use of different forms of 'directive' sequences in coordinating activities, and such differences can be seen to be related to procedures for making comparisons.

Analysis then turns to investigation of a number of conversational structures, such as turn-taking, overall structural organization, repairs, and the preference for agreement, in the talk of this particular group. It is found that these children utilize the same turn-taking system as that described by Sacks, Schegloff and Jefferson (1974). They do not, however, employ greetings to begin talk with each other; further, the access rituals they do use do not bound conversational units, but rather periods of co-presence.

Investigation of disagreement sequences reveals that argumentative talk is a highly organized phenomenon, constructed through systematic alternatives to the activities through which the preference for self-correction and the preference for agreement are achieved. The turn shapes, sequencing patterns, intonation contours, and types of person descriptors of children's argumentative talk, as well as procedures for bringing it to a close, are described.

The third chapter investigates stories. The perspective taken by conversation analysts to their study, i.e., examining stories as the emergent products of the interaction of speaker and hearer, is distinguished from that of folklore and linguistics. Preface, response and telling sequences are analyzed in the recountings of the children. Recipients and teller actively collaborate in developing the story, the structure of which is found to provide a form of social organization which can be differentiated from that characteristic of argumentative sequences.

The final phenomenon examined is an extended form of gossip event called he-said-she-said. Procedures for constructing the event provide not only for utterances with a particular structure but also create a coherent domain of action, including an organized past and situated biographies for each of the participants at different stages in the event, as well as appropriate identities and actions for them in the present. Actual sequences of talk occurring in different stages of the activity are

analyzed in detail. In the reporting stage the organization of the he-said-she-said is found to interlock with more general procedures for story construction, with the effect that relevant stories are not only systematically constructed but also systematically vary in terms of, for example, changes in recipients. In the confrontation stage, the point where the party talked about brings action against the party who talked about her, the structure of the he-said-she-said intersects with the structures for constructing disagreement to produce focused and extended debate.

The analysis of conversation permits the investigation of language, culture and social organization from a single integrated perspective. Detailed study of the spontaneous speech of a group of black children on the street reveals that rather than being disorganized it is in fact highly organized and ritually complex -- indeed a demonstration of their ability not simply to construct coherent sentences, but also to construct social order.

THE GROWTH OF WORD MEANING DURING MIDDLE CHILDHOOD

HAMBLEY, Janice Marie Ph.D. University of Toronto (Canada), 1973

This thesis reports an investigation of children's understanding of word meaning, with particular interest focused on the encoding of semantic features. Previous research has shown that adults derive complex word meaning from the encoding of multiple features. This study was designed to investigate whether children, like adults, encode several semantic features at a time, thereby exhibiting a similar potential for rich comprehension of word meaning.

Following Bruner, Olver and Greenfield (1967), Clark (1973), Anglin (1970) and others, one possible prediction would hold that developmental differences would be found in the encoding patterns of younger and older children, with younger children encoding fewer features than older children. However, the alternative viewpoints of Huttenlocher (1974) and Rosch (1973, 1975) would predict that younger and older children would exhibit comparable encoding patterns if certain relevant variables were controlled in the study. Rosch (1973, 1975) found that children and adults exhibited similar patterns in their comprehension of word meaning when the words were central members of a category. Differences between children and adults appeared when peripheral members of a category were presented. Huttenlocher found, when studying comprehension of meaning and not verbal production, that children and adults were comparable in abilities. In the present study only words which were rated as being central members of the categories under investigation were used as stimulus items. Also, the procedure employed in the research measured comprehension of word meaning without requiring overt production of categorizing responses.

The method used to study these different theoretical positions was Wicken's Release from Proactive Inhibition technique. This is an immediate memory procedure which allows one to manipulate the degree of apparent overlap in meaning of categories of words and to measure the subjects' recall of the differences in meaning overlap.

The subjects were 256 children in grades 3 and 6. The children in both grades were divided into two groups according to vocabulary test scores to form a high and low verbal ability group per grade. Children were assessed for their ability to differentiate between four categories of words varying in feature overlap. Differences in recall scores, reflecting differences in the children's perception of feature overlap (Wickens, Dalezman & Eggemeier, 1976), were measured as a function of experimental condition, age and level of verbal ability.

The results indicated that children from both grades and both levels of verbal ability comprehended the meanings of the words in a manner similar to adults. The recall of the high and low verbal ability children in grades 3 and 6 was consistent with an interpretation of multiple encoding of semantic features. Differences between the two grades and the two levels of verbal ability occurred only with respect to overall recall; the relative recall of one category to another was consistent across all groups of subjects. These data supported the findings of Rosch (1973, 1974) and Huttenlocher (1974) with regard to children's understanding of word meaning. Like adults, children demonstrated an ability to encode multiple features of meaning.

This apparent consistency in multiple encoding of semantic features across two age groups of children and adult subjects, led to the conclusion that quite possibly the underlying structure of semantic encoding might be common to language users of all ages. While the feature lists associated with word meanings are frequently different for children and adults, when multiple features are attached to word meaning, it is suggested that both children and adults are capable of multiple encoding.

AN ANALYSIS OF THE RESPONSES OF CHILDREN TO VARIOUS LEVELS OF QUESTIONS Order No. 7901650

JENNINGS, Diane Faulk, Ed.D. University of Georgia, 1978. 238pp. Supervisors: Bernice Cooper and Louis Bashaw

The purpose of this study was to investigate the effect of age, sex, socioeconomic status, and question type upon the quantitative and qualitative differences in the responses of five-, seven-, and nine-year-old children to four types of questions: cognitive-memory, convergent, divergent, and evaluative. The quantitative differences were measured according to the length of the response; the qualitative differences were measured according to the syntactic complexity of the response and the child's egocentric involvement in relating to questions and justifying his answers.

The 158 subjects for the study included 73 males and 85 females--56 five-year-old children from kindergarten, 46 seven-year-old children from second grade, and 56 nine-year-old children from fourth grade. All the subjects were white and were representative of the lower or middle socioeconomic class according to Warner's Index of Socioeconomic Status (1960). There were 76 middle SES subjects and 83 lower SES subjects. All the subjects were interviewed and taped in a room away from their classroom. Each child was told the same short story using puppets and props and asked 12 questions about the story and characters--three cognitive-memory, three convergent, three divergent, and three evaluative questions.

The Gallagher-Aschner Question Classification System provided a guide for classifying the four types of questions asked. The measures used in the analysis of the responses were (1) the mean word length of the response, (2) the mean word length of the T-unit (Hunt, 1965) with Loban's guidelines (1976) for oral responses to questions to assess complexity and (3) the Test of Task Relatedness, devised by Kroot (1976) from the work of Piaget (1965), to assess egocentric involvement in relating to questions and justifying answers.

A three-way analysis of variance was used to study all three measures of response to each type of question. To further interpret significant three-way interactions, a two-way analysis of variance was done for each age by question type. A three-way repeated measures analysis of variance was used to study the responses of all the children to each group of questions. Subsequent analyses were performed when F ratios at or beyond the .05 level were obtained in any analysis.

The conclusions based upon the findings of this study were: (1) For length of response, complexity of response, and task relatedness of response scores middle SES subjects scored significantly higher than lower SES subjects for all four types of questions asked. (2) For total questions asked the length of response, complexity of response, and task relatedness of response scores were significantly higher for middle SES children at age 5 than lower SES children of ages 5, 7, and 9. (3) Age and SES significantly affected the length of response of five-, seven-, and nine-year-old children to the four types of questions asked. Evaluative and convergent questions elicited the longest responses from all age and SES groups and cognitive-memory and divergent questions elicited the shortest responses from all age and SES groups. (4) Age and SES significantly affected the complexity of response to the different question types. All age and SES groups had significantly longer T-unit responses to evaluative questions than to all other questions. There were significant SES differences in complexity

of responses among five-year-old children in response to cognitive-memory questions in favor of advantaged subjects. Age and SES did not significantly interact to affect responses to convergent and divergent questions, with the exception of a significant age difference between ages 7 and 9 subjects in response to convergent questions in favor of the older children. (5) In combining the four types of questions, an increase in mean T-unit length accompanied an increase in age indicating a developmental trend. (6) Age and SES affected the subject's egocentric involvement in answering questions and justifying answers. Evaluative questions elicited significantly the highest mean task relatedness scores from all age and SES groups. Following in decreasing order were task relatedness response scores to convergent, divergent, and cognitive-memory questions. There was no significant difference between ages on task relatedness scores for cognitive-memory questions. (7) For all questions asked, mean task relatedness scores increased slightly at each age level indicating a decrease in egocentric involvement with increasing age. All children were best able to relate to evaluative questions and provide more justification of their answers. (8) The sex variable was not significant concerning length of response, complexity of response, or egocentric involvement in answering questions and justifying answers.

TEMPORAL PARAMETERS WITHIN THE SPEECH SIGNAL APPLIED TO SPEAKER IDENTIFICATION

Order No. 7907755

JOHNSON, Charles Clifford, Jr., Ph.D. The University of Florida, 1978. 132pp. Chairman: Harry Hollien

This project investigated some of the idiosyncratic speech characteristics which permit an individual to be identified from his voice alone. The specific objectives were: (1) select and examine certain temporal speech parameters, with reference to their speaker identification capabilities, (2) test the speaker identification effectiveness of the selected parameters under stress and disguise conditions, and (3) examine the affects of simulated field conditions on the speaker identification capabilities of the selected temporal vectors.

Four sets of temporal parameters were chosen. These vectors included durational analysis of: (1) relative energy at several levels of intensity, (2) voiced and voiceless activity, (3) vowel/consonant ratios, and (4) specific words and phrases. Each of these vectors was composed of from 2 to 40 variables. These temporal vectors were extracted from speech samples generated from three experiments.

The initial experiment was a laboratory-based study. Forty adult males read a standard prose passage while being recorded in an "ideal" laboratory setting. The results of this experiment demonstrated the time-energy distribution (TED) vector as the most effective of the selected temporal parameters. The voiced/voiceless speech time (VVL), vowel/consonant duration ratio (V/C), and word and phrase duration (WPD) vectors followed in descending order of identification effectiveness.

The second experiment also was laboratory-based. In this case, the subjects (20 adult males) were recorded under similar conditions as those of the first experiment. However, these subjects read the passage in three different manners: (1) normal speech, (2) stress (applied via electric shock), and (3) free disguise. This experiment resulted in the same vector effectiveness as the first experiment. That is, application of the TED vector yielded the highest levels of identification and the VVL, V/C, and WPD followed in effectiveness. In addition, it was found that stress and disguise speaking conditions do reduce the identification power of the selected temporal vectors. It should be noted that, while the disguise condition yielded much lower scores than the normal, this condition was higher than other similar studies.

In the third study, the temporal parameters were investigated under conditions parallel to the forensic model. A speaker simulated a "crime" over the telephone and a "suspect pool" was created by recording subjects in a simulated interrogation procedure. The findings demonstrated that the vectors were relatively ineffectual in this very restrictive situation. However, the TED and VVL vectors did show some limited potential; indicating that these vectors may be useful in a speaker identification system suitable for the forensic world.

In general, a few overall conclusions can be made based on the findings of the three completed studies.

1. Temporal characteristics found within the speech signal are important in the speaker identification process.
2. Certain temporal characteristics are idiosyncratic of an individual's speech patterns.
3. Stressful and disguised speaking conditions reduce the levels of identification exhibited by these selected temporal vectors.
4. The temporal parameters examined in this research program are less effected than frequency parameters when a speaker disguises his voice.
5. The restrictive condition of a simulated field situation greatly interferes with the identification powers of these temporal vectors.
6. The temporal parameters may be a useful addition to an established speaker identification system.

PRESCHOOL CHILDREN'S AWARENESS OF FUNCTION WORDS AS SEPARABLE UNITS IN AURAL LANGUAGE

Order No. 7903065

KIRK, Carol Ann Coleman, Ph.D. University of Colorado at Boulder, 1978. 159pp. Director: Assistant Professor Philip DiStefano

The purpose of this study was: (1) to verify the results of the pilot study conducted in 1976 and other studies concerning the preschool child's ability to segment words in aural language; (2) to assess the effects of segmentation instruction on performance of a word segmentation task, and (3) to assess the effect of socioeconomic status on performance of a word segmentation task. The sex of the child and the age of the child were also considered. The study focused on function words.

The sample consisted of 40 preschool children from four preschools and one day center in Colorado. Factors of age, sex and socioeconomic status were considered in randomly assigning subjects to either the control or the experimental group.

A socioeconomic index was used to determine socioeconomic status. A reading screening test was constructed to eliminate children who could read. A segmentation task was constructed to measure the child's word segmentation ability. The task was demonstrated for all children; only children in the experimental group received instruction in segmentation of function words.

The study used a factorial design. The main effects were treatment, sex of the child, socioeconomic status of the child and age of the child. Six dependent variables were analyzed separately. They were the number of correct segmentations, and the number of errors on sentences containing five types of function words: determiners, auxiliaries, auxiliaries plus not, and used as a connector and prepositions.

Results showed no significant difference in performance of the segmentation task due to function word type, or to the sex, socioeconomic status or age of the child. These findings are opposite those of the pilot study. The conflict in results may be due to unconscious cueing during oral presentation of the segmentation task in the pilot study, to the use of taped presentation of the segmentation task in this study, to the complexity and scope of the segmentation task itself coupled with minimal instruction, or to an interaction of factors.

The children did not have full control of function words. There was no discernible pattern of development of function word awareness.

The children consistently divided sentences between the complete subject and complete predicate, except when a verb phrase followed a personal pronoun.

Phrase boundaries were crossed only in sentences with an overriding rhythmic pattern.

Unlocking meaning was the primary concern of these children. Segmenting words was their second concern.

A DESCRIPTIVE ANALYSIS OF THE VERNACULAR LEXICON OF BLACK AND WHITE STUDENTS AT OHIO UNIVERSITY IN RELATION TO ROCK MUSIC

Order No. 7904836

KOWIESKI, Richard E., Ph.D. Ohio University, 1978. 187pp. Director of Dissertation: Dr. M. Gyi

The purpose of this study was to investigate (1) shared and disparate vernacular experiences among Black and White students at Ohio University in relation to rock music, and (2) social behavior related to rock music.

To gather such information, two questionnaires were devised: (1) Slang Terms Associated with Rock (STAR-I) and (2) Slang Terms Associated with Rock (STAR-II). Star-I was designed to elicit slang terms from rock music experts. Rock music experts were those actively involved in the creation, production, and promotion of rock music. On the basis of slang terms generated by STAR-I, STAR-II was constructed as a test questionnaire.

STAR-II consisted of thirty-six referents and slang terms across six categories associated with Rock Music and social behavior related to Rock Music: (1) Styles of Rock: Soul Rock, Country Rock, Black Rock, Punk Rock, Progressive Rock; (2) Aspects of Rock: Banjo, Rhythm, Quality, Intensity, Trio, Male/Female, Dress, Albums; (3) Drugs: Hash, Cocaine, Roach, Whiskey, Highness; (4) Sexual Activities: Sex, Orgies, Fellatio, Cunnilingus, Fetish, Sodomy; (5) Religious Experiences: Spiritual Awareness, God, Occults, Euphoria, Mysticism; (6) Social Behavior: Friends, Parties, Drink, Food, Home, Economics, Police Harassment. STAR-II was administered to 100 Black and 100 White students at Ohio University to determine slang usage among Ohio University students.

Analysis of data from STAR-II involved computing four t-tests for the purpose of determining differences in the mean scores of the total number of responses of Black and White students on "Black Slang," "White Slang," and the response items of "None" and "Other."

The results of the t-tests indicated that Blacks used Black slang more frequently than Whites, Whites used White slang more frequently than Blacks, and that Whites responded to the item "None" more frequently than Blacks.

Additionally, seventy-two Chi Square tests were computed on each rock music referent to determine if expected vs. observed frequency scores were statistically significant among Black and White respondents in their slang usage.

The results of thirty-six Chi Square tests of Black Ss responses to STAR-II indicated that thirty-one referents achieved statistical significance. However, Black Ss responses to twelve referents indicated Black Ss used more White slang than Black slang terms.

The results of thirty-six Chi Square tests of White Ss responses to STAR-II indicated twenty-one referents achieved statistical significance. However, White Ss used more Black slang than White slang terms.

The study concluded that slang and rock music are products of acculturation. Rock music is thus viewed as contributing to a levelling and sharing of certain slang terms, but that certain slang usage among Black and White students indicates an intimate reciprocity between language, culture, experience and rock music, that resist acculturation.

Other points of discussion centered on the relationship of language and music and particularly, the function of rock music as a generator of culture-bound experiences that are defined by slang. This study partially supported Flexner's (1972) social conditions conducive to slang formation and, Andrews and Owens (1973) linguistic devices of slang derivations.

THE RELATIONSHIP OF FORMAL OPERATIONS AND SYNTACTICAL COMPLEXITY IN ORAL LANGUAGE OF ADULT WOMEN

Order No. 7901656

KUHN, Sara Elizabeth Eakin, Ed.D. University of Georgia, 1978. 85pp. Supervisor: Huey B. Long

The oral language of 54 white women was analyzed for syntactic complexity using the T-unit. This measure was correlated with scores on Sinnott's Everyday Form Piagetian Tasks. Education and age were factors also considered. Modest correlations between cognitive development and syntactic complexity, education and cognitive development, and education and syntactic complexity were discovered. A small inverse relationship was found between age and cognitive development. An attempt to study oral metaphor was not productive.

CASE RELATIONSHIPS IN THE CREATIVE ORAL LANGUAGE OF PREOPERATIONAL AND CONCRETE OPERATIONAL FIRST GRADERS

Order No. 7910273

McCABE, Patrick P., Ph.D. Hofstra University, 1979. 181pp.

This investigation was conducted within a psycholinguistic framework of reading where a reader actively attempts to reconstruct an author's meaning by utilizing cues provided in the form of printed language. The rationale was drawn from three areas of research: (1) The theory of case relationships. This is a description of the various intraclausal relationships which a noun can hold in relation to a verb. (2) The cognitivist theory of language acquisition. In this theory, language is mapped onto pre-existing cognitive structures. (3) Piaget's theory of cognitive development. In this theory, youngsters' thought processes undergo developmental changes.

The purpose of this investigation was to determine the relationship between cognitive development and the types of case relationships produced in the creative oral language of first graders.

In order to accomplish this purpose, first graders attending two schools in a suburban school district, located on Long Island, New York, were presented with three tasks of cognitive development. Forty-five preoperational and forty concrete operational subjects were identified in this manner. Groups of three subjects, of the same operational level, were then presented with a sequence of three pictures determined to be useful to elicit language from first graders. The subjects then individually created an original drawing and an accompanying "pretend" story was told to the investigator. Each "pretend" story was tape recorded and transcribed for analysis according to the following case relationships: (1) state-patient, (2) process-patient, (3) action-agent, (4) experiential-experiencer, (5) locative, (6) ablative/allative, (7) duration, and (8) instrumental.

In order to determine if there was a significant difference between the level of the subjects on each of the case relationships, eight "t" tests were made.

Although the findings indicated that two of the eight hypotheses were upheld and six were not, the results appeared to be explainable in terms of static and dynamic aspects of language. In language which is static, no change of state or condition of the nominal element within the clause is indicated. (An example is "The wood is dry.") In language which is dynamic, a change of state or condition of the nominal element within the clause is indicated. (An example is "The wood dried.") It was observed that concrete operational subjects produced more process-patient relationships compared to preoperational subjects. Preoperational subjects, on the other hand, produced significantly more state-patient relationships compared to the concrete operational subjects. Both of these findings were predicted by the hypotheses. Finally, five of the eight findings, including the two which were statistically significant, were in the direction predicted by the hypotheses. Three findings were in the opposite direction from that which was predicted.

The conclusions reached were: (1) The static and dynamic distinction appears to have similarities to those thought processes typical of preoperational and concrete operational

thought. (2) Subjects' language production appeared to be constrained by a "cognitive predisposition." That is, the language produced by the subjects appeared to be a direct reflection of, and confined to the limits of, each subject's cognitive capacity. (3) Some of the verb notions examined appeared to be redundant on a theoretical level and revisions seemed to be necessary in terms of those verb categories.

Implications for early childhood education were drawn. In particular, suggestions were made regarding the manner in which preoperational youngsters should be presented with certain types of printed language.

CHILDREN'S QUESTIONS AND EXPLANATIONS: AN INVESTIGATION OF THE FIELD WITH EMPHASIS ON A LINGUISTIC APPROACH Order No. 7911532

McELWEE, Joy Obrock, Ph.D. Claremont Graduate School, 1979. 278pp.

As children use language to extend their experience, questions and explanations provide verbal opportunity between those experiences and the development of concepts. Questions and explanations assume an increasingly important role in the school setting and therefore, have been the subject of numerous studies analyzing for example, teacher questioning/explaining. There has been however little effort to compile the body of research on children's questions and explanations that exists under various academic rubrics.

This investigation critically examines the literature concerning children's use of questions and explanations. In addition, answers to questions about the nature of verbal/nonverbal questions and explaining are attempted. Practical application of this research specifically to educators is also examined.

The literature investigation includes consideration of Dewey's philosophy of inquiry as a process of coping, the psycholinguists' experiments with the use of transformational grammar, and the sociolinguists' evidence of the influence of social and cultural diversity on questions and explanations. Lastly, the anthropological-linguistic identification of language functions as it affects the determination of the nature of inquiry and explaining is examined. Data and categories from the communication analysis system of John Regan are presented to demonstrate the options and strategies exercised by a child within inquiry and explaining. Throughout, the influence of developmental and familial factors on the growth of questions and explanations is described.

Understanding the functional use of inquiry and explaining has particular relevance for educators in the solving of problems connected with student diversity, student participation, and reading comprehension. Recognition of whether a question is inquiry or an answer is explaining, it is proposed, will aid educators in evaluating children's functional use of their "instruments of communication" to use Regan's term.

COGNITIVE DEVELOPMENT, LANGUAGE ACQUISITION, AND THE DEVELOPMENT OF CONDITIONAL REASONING IN CHILDREN Order No. 7906022

O'SHAUGHNESSY, Thomas Edward, Ed.D. Indiana University, 1978. 122pp. Chairman: Dr. Nicholas J. Anastasiow

This thesis seeks to test the relationship between measures of concrete operational intelligence, reproduction of language constructions indicative of propositional reasoning, and understanding of certain principles of conditional reasoning.

The problem addressed is that of determining if the characteristics of the structures of concrete operational intelligence, seen as described by Piaget in terms of the logical system being developed, can be directly related to linguistic competence. The class logic being developed by the concrete operational child involves reasoning with propositions. While the propositions used at this stage are related by their logical content, logical development within the stage is seen as building an integrated system of logical groupings of classes and relations from its elements. This development results in increased understanding of the principles of the logic of propositions which is characterized as a linguistic system.

A population of first, second and third grade pupils was selected to provide increased variability in the abilities being measured, and a correlational design was employed to test for relationships.

The measure of concrete operational intelligence used is a conservation of mass, weight, and volume task developed by Elkind as a replication of Piagetian research.

A linguistic performance measure was developed utilizing the elicited imitation or sentence repetition methodology. The task developed was conceptually derived from the Anastasiow and Hanes Sentence Repetition Task, which extended the work done by Menyuk and by Slobin to older children. The Anastasiow and Hanes task focused on the repetition of function words. The task used here measures the child's tendency to repeat "if". . . "then," and "either". . . "or" function word pairs used in sentences.

As a measure of understanding of conditional reasoning, the Illinois Conditional Reasoning Test developed by Sanner was modified for use with the experimental population. Of the four principles of conditional reasoning used in the original test, only the validity principles of contraposition and transitivity are used here.

A sample of forty-five children from a middle class, parochial elementary school were individually administered each of the measures, in two sessions. All testing sessions were tape recorded and scored separately. Scores were determined for the total conserving responses on the conservations task, and total function words correct on the sentence repetition task, and the total correct on the Illinois Conditional Reasoning Test – validity principles.

Statistically significant positive relationships were predicted between the three variable pairs and between age and the conservation total. In addition, function word "response types" were hypothesized for the function word pairs, and the types were predicted to be significantly related to the conservation total in a systematic way.

Pearson product moment correlation coefficients were computed for each variable pair, and for age with each variable. Results support confirmation of all hypothesized relationships. Statistically significant positive relationships have been found for each variable pair, and for age and conservation total. The proposed pattern of relationships was obtained for "response types" and conservation total.

The results are taken as further evidence of the relationship between general cognitive development and developments in linguistic functioning and conditional reasoning. The results are seen as supporting the argument that as operationality becomes characteristic of the thought of the child, s/he develops understanding of the logic of classes and relations which permits both reasoning from propositions and greater understanding of the meaning of linguistic structures denoting such reasoning.

FUNCTIONS OF PRIVATE SPEECH IN PRESCHOOL CHILDREN Order No. 7908197

PELLEGRINI, Anthony David, Ph.D. The Ohio State University, 1978. 130pp. Adviser: Professor J. S. DeStefano

The purpose of the study was to observe preschoolers' private speech in two different contexts, free play and doing a jigsaw puzzle. The specific questions asked were: To what extent does private speech guide actions? What is the syntactic structure of private speech? Is the amount of private speech generated under the puzzle condition related to success on the puzzles? Is private speech activity or goal oriented?

Nine boys and six girls from middle class families ranging in age from 44 to 65 months were randomly chosen from three Connecticut day care centers. Each child was observed in both free play and puzzle conditions; the order of presentation was randomly assigned. Data were videotaped, transcribed, and coded according to categories outlined in an observation instrument designed for the study; categories included: social

context; new/old information; self-guiding utterances. Comparison hypotheses were tested with the Wilcoxon Signed Rank Test. The hypothesis of independence was tested with the Spearman Rank Correlation Coefficient. The probability hypothesis was tested with the Binomial Test.

No evidence of a significant amount of self-guiding speech was found in either puzzle or play conditions. Most of the new information was located in the predicate in both puzzle and play conditions. Most utterances in both conditions were goal oriented. No relationship was found between the amount of task relevant utterances observed under the puzzle condition and performance on the puzzles. More questions-to-self were asked in the puzzle condition than in free play. Questions were neither answered nor self-guiding to a significant extent, however, most of them were repeated, reduced, or expanded. Another dialogic feature of the utterances was that many of the children marked the beginning and end of their puzzle encounters with narrative-like phrases.

THE EFFECT OF CHILDREN'S PRIOR NONVERBAL COLOR CONCEPTS ON THE LEARNING OF COLOR WORDS
Order No. 7904226

RICE, Mabel Elsie Lyddon, Ph.D. University of Kansas, 1978. 137pp.

This study investigated the relationship between nonverbal conceptual organization and subsequent acquisition of lexical items, within the domain of color terms. The purposes of the study were:

1. To develop a means of assessing prelexical conceptual organization that corresponds to a specific linguistic acquisition, within the semantic domain of color terms.

2. To determine whether preschool children who match objects on the basis of color in a sorting task are more likely to benefit from training for productive use of color terms than are preschool children who do not match by colors.

3. To explore the interaction between prelexical conceptual status, lexical training, and subsequent conceptual status.

Ten preschool children who did not know color terms were identified as color-concept-users (four subjects) and non-color-concept-users (six subjects) on the basis of whether they used color as a means of equating multi-attribute objects on a series of sorting tasks. All subjects received the same individual multiple-baseline training for verbal production of the color terms red, green and yellow. Blue, white, and black were control colors. The sorting tasks were readministered mid- and post-training.

Results were as follows:

1. Both groups of subjects were able to categorize objects according to a single common attribute, color or animal, and also according to two dimensions, color plus animal. The stability of a preference for color sorting was high across repeated testings for those subjects designated as color-concept-users.

2. Color-concept-users trained in fewer trials than non-color-concept-users. Overall, prior conceptual organization was a better predictor for training success than such factors as age or MLU. However, we can infer that prior color conceptual organization is not a prerequisite for ease of training, since two NCC subjects also trained quickly.

3. The learning required in training corresponded closely to what has recently been reported about what children learn when they acquire color terms in their natural environment.

4. A qualitative difference was observed in the performance of the two groups of subjects. Color-concept-users spontaneously generalized to correct comprehension following production training; non-color-concept-users did not. Correct production of "red," "green," and "yellow" co-existed with incorrect comprehension for four of the NCC subjects. This discrepancy between production and comprehension in one group of subjects but not the other was attributed to their differential ability to utilize color as a criterial attribute for equating real world objects.

SEX DIFFERENCES IN THE DEVELOPMENT OF VERBAL SOCIAL RESPONSES
Order No. 7913158

RICH-SIEBZEHNER, Marcia Myra, Ph.D. City University of New York, 1979. 111pp. Advisers: Professor Arthur J. Bronstein, Professor Louis J. Gerstman

This study is concerned specifically with linguistic distinctions as manifested in vocabulary, particularly sex differences in word choice and language style. Contemporary studies have shown that there are some differences in the ways that males and females use language, particularly in regard to expletive use.

The purpose of the present investigations was to determine whether pre- and post-puberty females as opposed to pre- and post-puberty males, when tested with written tasks, would: 1) use more words on the basis of total words used; 2) use fewer sentences; 3) use fewer expletives.

A questionnaire was utilized in order to obtain samples of written language from 225 subjects, both males and females, from three separate age groups (fifth graders, tenth graders and college students), from both public and private schools. The subjects' task was to respond to eight scenarios incorporating actions by both male and female actors for a total of 1800 performances. Beyond responding to the scenarios, each subject completed a questionnaire designed to elicit information regarding parental education and employment so that inferences regarding social class might be made. Each of these performances generated five dependent variables which were coded for computer analysis. Each response was also evaluated for affect by two independent judges.

Regarding overall sex differences, two predictions made were confirmed but a third prediction was reversed. Females did indeed use more words and fewer expletives. Additionally, females exhibited significantly greater variability than males in number of words used, but significantly less variability in number of expletives. The reversed finding was that females used more, rather than fewer, sentences than males.

Altogether 69 different expletives were elicited in the study, only 16 of which were contributed by both sexes, the remainder being far more often due to male subjects than to female subjects. Most of these were produced in response to hostile behavior in the scenarios, few in response to queries.

According to the results of this study, it would seem that although women are less variable in their use of expletives, they are using more and stronger expletives than heretofore. This finding might indicate that women, as they become more and more involved in the mainstream of our culture, as they emerge professionally and otherwise, might be outgrowing some of their old linguistic habits.

LANGUAGE EXPERIENCES AND ACTIVITIES IN THE HOME: THEIR RELATIONSHIP TO THE CHILD'S RECEPTIVE AND EXPRESSIVE VOCABULARY DEVELOPMENT UPON ENTRANCE INTO KINDERGARTEN
Order No. 7907636

THORN, Jane LaTulippe, Ph.D. University of South Carolina, 1978. 70pp. Director: Dr. R. Eleanor Duff

The study had two main purposes. One purpose was to investigate selected language experiences and activities in the home prior to the child's entrance into kindergarten, and to determine whether a relationship existed between the language experiences and activities provided for the child and the child's vocabulary development. The second purpose was to determine the relationship between language experiences and activities provided in the home and the educational and economic level of the parent(s).

The sample population consisted of 53 family groups. The parents in the study were administered questionnaires designed to determine the quantity of home support given the child and the educational and economic level of the parents. The children's receptive and expressive vocabulary development was determined through the use of language inventories given them prior to entrance into kindergarten. The Pearson Correlation Procedure was used to analyze all data related to each hypothesis. It was hypothesized that there would be a positive relationship between parental home support and receptive and expressive vocabulary development of the pre-kindergarten child. Also hypothesized was a positive relationship between the educational and economic level of the parents and the parental home support, as well as, receptive and expressive vocabulary development.

There was a statistically significant relationship between parental home support and language development, but an insignificant relationship was determined between the educational and economic level of the parents and the parental support and receptive and expressive vocabulary development.

It was concluded that parental home support contributed to increased language development. Whereas, the educational and economic level of the parents appeared to have had no effect on the amount of support provided in the home, nor was there an effect indicated on the child's receptive and expressive vocabulary development. Further research is necessary to substantiate these findings.

CHILDREN'S EXPLANATIONS OF WORD SIMILARITIES IN RELATION TO WORD KNOWNNESS Order No. 7903547

TUCKER, Elizabeth Sulzby, Ph.D. University of Virginia, 1978. 201pp.

This study was designed to explore the development in written language of the child's concept that a "word" is a linguistic unit used by people to express meanings. Indirectly, the child's use of other metalinguistic terms and metacognitive language was investigated. These related questions were addressed: Is the notion of the word as a semantic unit affected only by schooling? Does the notion develop at an equal rate in oral language and in written language, or does written language affect the development of the semantic notion in oral language? Does the semantic notion develop as a holistic effect concerning all words or as a partial effect dependent upon whether or not particular words are known in written language?

In a Knownness Rating 30 first, second, fourth, and sixth graders rated 24 words as known and 24 as unknown to them. The 48 words were cast into four knownness configurations to study the effects of the child's knowing all of the words (K–KK), knowing none of the words (U–UU), or knowing either the stimulus word called the question word (K–UU) or the word chosen, the choice word (U–KK) in an X:XA,XB paradigm. Sets of the four knownness configurations in two presentation modes, written and oral, were counterbalanced and assigned to subjects at random.

The dependent measure was the children's explanations of choices in a Word Choice task. Content analysis indicated that the protocols could be reliably scored on a 3-point scale (1=structural responses; 2=unclassifiable responses; 3=semantic responses).

The experiment successfully controlled for the effects of knownness of both the question word and the choice word. Contrary to the results of pilot studies in which knownness was not controlled, main effects for grade were not present. In a four-way analysis of variance, children were found to give significantly more semantic responses if either the question word ($p < .01$) or the choice word ($p < .01$) were known and if the word were in the oral rather than written mode ($p < .01$). Interactions were present for grade and the knownness of the choice word ($p < .01$) and for grade, knownness of the choice word, and mode of presentation ($p < .05$). Two-way analyses of variance treating each knownness configuration separately again revealed no main effects for grade. Main effects were present for mode of presentation in each of the three configurations in which at least one word was unknown (K–UU: $p < .01$; U–KK: $p < .01$; U–UU: $p < .01$). Interactions between mode of presentation and grade were present in the K–UU configuration ($p < .05$) and the U–UU configuration ($p < .05$). Graphs of the interactions indicated that the youngest children treated words unknown in written language more as structural units and words in oral language as semantic units; by sixth grade, however, all children were responding to words unknown in written language as semantic units primarily. Results indicated that children of all ages treated words known in written language semantically as frequently as they did words in oral language.

Developmental levels of responding to the word as a semantic unit were not indicated; rather, developmental patterns were indicated by the interactions of grade with mode of presentation and with knownness conditions. Descriptive analyses of individual protocols suggested that several semantic strategies were developing and coming under conscious control of the child.

Descriptive analyses also produced confirming evidence that school children confuse and misuse metalinguistic terms. It was concluded that teachers should become aware of possible lack of understanding of metalanguage by children beginning to learn to read. Research was suggested concerning the effects of systematically teaching or modelling the use of metalanguage.

CONSERVATION OF SUBSTANCE: THE EFFECT OF LANGUAGE ON LOGICAL THOUGHT IN YOUNG CHILDREN Order No. 7910667

VIBULSRI, Chamrong, Ph.D. University of Denver, 1978. 216pp.

An experiment was conducted to two main purposes: (a) to determine if language can facilitate the solving of conservation problems by young children, (b) to develop a research paradigm and generate a set of empirical data designed to test the conflicting ideas of Piaget and Bruner concerning the relationship between language and thought in young children. The Piaget-Bruner controversy was derived from their studies regarding young children's abilities to solve problems, especially the problems of conservation of substance. Conservation of substance refers to the principle that a given amount of substance remains constant, even though its shape or distribution is altered. Piaget maintains that young children's achievement of conservation depends on the development of "operational structures," not on the effect of language. Unlike Piaget, Bruner stresses language (verbal explanation) as an essential prerequisite for the achievement of conservation in young children.

Three hypotheses were formulated and tested in the study:

H_1: Children exposed to pictures on a videotape with verbal explanation of conservation principles will perform significantly better than children exposed to the same pictures on a videotape without verbal explanation when they are required to take the same conservation test. $(P + VE) > (P)$.

H_2: Children exposed to the recorded verbal explanation without seeing any illustrative pictures on the videotape will perform significantly better than children exposed only to the illustrative pictures on the videotape without hearing any verbal explanation of the same conservation principles. $(VE) > (P)$.

H_3: There will be no significant difference in conservation between children exposed only to the recorded verbal explanation and children exposed simultaneously to both the recorded verbal explanation and illustrative pictures. $(VE) = (P + VE)$.

A total of 124 "nonconservers" identified by the selection test comprised the sample for this research. The sample was drawn from a stratified population of school children in Jefferson County, Colorado, whose ages were 5, 6, and 7 years. The main experimental paradigm was 3 X 3 factorial design. Two major independent variables were employed: (a) "videotaping and recording information," presented to the children in three different conditions: P, VE, and P + VE (pictures only, verbal explanation only, and a combination of both pictures and

verbal explanation, respectively); (b) "age of the sample," with three different levels: 5, 6, and 7 years. The children were randomly assigned to one of the three conditions. Three dependent variables were used, namely: three sets of children's scores earned on one selection test and on two achievement tests.

Children's test performances were graded on a 3-point scale: 0 = fail, 1 = intermediate, and 2 = pass. The same test scores were computed as frequency data, ordinal-scale data, and interval-scale data. Analyses of data covered both the response change of all children and the raw data. Computer processing was utilized for all statistical analyses.

The results revealed that neither Piaget's nor Bruner's theories are totally accurate. The data supported Piaget with regard to age of children as a major factor in conservation achievement and with regard to the importance of factors other than language in the achievement of conservation. However, Piaget seems to underestimate the importance of language.

The findings partially supported Bruner when he contends that language can facilitate young children's solving of conservation problems. Unfortunately, Bruner seems to overemphasize the importance of language when he argues that language is the essential factor for conservation achievement. The overall results suggest that both Piaget's and Bruner's theories need to be integrated.

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